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ture of him always had him mounting his horse from the left side, white-man fashion; and his daughter, Mrs. Cato, says that my memory is correct. The Spaniards had been the Comanches' riding teachers, and because in Spain a horse is mounted from the right side, the Comanches mounted from the right. Charley Ross, however, learned from the Burnett cowboys to mount from the left. From them he also must have learned to train his saddle horse to the ground hitch, in which the rider drops his reins to the ground and the horse stands until the reins are picked up again. As far as I know, this is a cowboy trick.

Certain of Charley's physical characteristics, though they were especially evident when he was swinging on or off his horse, came not from his days on the Burnett ranch, but from his earlier years at Carlisle. A distinguishing feature of the Carlisle Indians, which Charley possessed, was their straight, long legs, which contrasted with the bandy legs of the warrior group. The old fellows showed the effect of a lifetime spent horseback. Also, Charley was typical of the products of the Indian boarding schools in being some inches taller than most of the Comanches of his generation or older, who ranged in height from five feet four inches to five feet six. Charley was five feet ten or eleven inches tall. The balanced diet the students at the schools received, the regular meals, the protection from the elements, and the smaller amount of horseback riding during the growing years probably account for the extra height of both boys and girls and the loss of the bandy look from their legs.

Though Charley was like the rest of the returning Carlisle students in these bodily ways, he was very different from them in his attitudes. It was as though the others shed the school years, and everything connected with them, and shoved it all under a log on West Cache. When they came into our store to make a purchase, they asked for it by its Indian name. They never uttered a word of English if grunting or pointing would get the job done. Nor would they interpret for us, even when it would be to the advantage of an older Indian. For example, one of the older Indians might have a check he had received for the sale of a horse or steer, but he would know nothing but what he had been told concerning its amount. We would be willing to cash the check, but we needed to know that the Indian was aware of the sum named in it. There might be a number of educated young Indians around, but it would be almost impossible to find one